

6 month reporting date 9/30/2004 X  
 12 month reporting date 3/30/2005 X  
 18 month reporting date 10/30/2005 Received 11/22/05  
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## Pierre School District Improvement Plan/Progress Report Form

<b>Principle: 1 - General Supervision</b>				
<b>Present levels:</b> (Statement of present levels of performance that resulted in area of non-compliance) <u>24:05:17:03. Annual report of children served.</u> The monitoring team was unable to validate an IEP was in effect on December 3 <sup>rd</sup> , 2002 for 46 students who were listed on the district's 2002 child count.				
<b>Desired Outcome(s):</b> Through systemic change, the district/agency will achieve these results for students with disabilities and their families. <u>The district has established procedures for collecting, maintaining and reporting accurate child count data.</u>				
<b>Measurable Goal:</b> The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. <b>(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</b> <u>All students reported on child count will have an IEP in effect on the December 1<sup>st</sup> of the reporting year.</u>				
<b>Short Term Objectives:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	<b>6 month progress</b> Record date objective is met	<b>12 month progress</b> Record date objective is met
1. What will the district do to improve? <u>Weekly written reminders will be sent to special education staff to submit completed child count updates and front page of the IEP to the Special Ed Director upon dismissal from an IEP or initial placement.</u>  What data will be given to OSE to verify this objective? <u>This process is currently in place and the data can be verified on SIMS child count report. The district will provide SEP a verification statement of teacher training and evidence of ongoing documentation.</u>	<b>On-going</b>	<b>Special Ed Staff Special Ed Director</b>	<b>February 2004</b>	<b>Goal Met December 1, 2004</b>

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Please explain the data (6 month)  
 The procedure has been established and implemented that special education staff submit weekly child count updates. File with child count update documentation is available and is current.

Please explain the data (12 month)  
**Our December 1<sup>st</sup>, 2004 child count was accurate and we continue to update it weekly.**

2. What will the district do to improve? Students reported on the December 1 <sup>st</sup> child count will have an active IEP in place.  What data will be given to OSE to verify this objective? Each special educator will cross check their caseloads against the SIMS report and verify accuracy at the end of the 6 month reporting period. The total number of students receiving services and the number of accurately reported will be sent to SEP.	On-going	Special Ed Staff Special Ed Director	September 30, 2004	Objective met December 1, 2004
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Please explain the data (6 month)  
 Special Ed Director will receive current caseloads from each staff member. Central office staff will verify with the SIMS report.

Please explain the data (12 month)  
 Verification of active IEP's took place.

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**Present levels:** (Statement of present levels of performance that resulted in area of non-compliance)  
 24:05:25:22. IEP team to develop individual education program.  
 If the child is determined to be in need of special education or special education and related services, the placement committee shall develop an appropriate individual education program for the child. At the beginning of each school year thereafter, the district must have in effect an IEP for each child with disabilities within its jurisdiction.

The monitoring team confirmed, through interview, services for some elementary children are not implemented at the beginning of the school year. Special education and/or speech services are delayed from 1 to 2 weeks to accommodate scheduling and organizational issues.

**Desired Outcome(s):** Through systemic change, the district/agency will achieve these results for students with disabilities and their families.  
 The district ensures a free appropriate public education is provided to all children with disabilities.

**Measurable Goal:** The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**  
 Services for students with disabilities will begin on the first day of school.

<b>Short Term Objectives:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	<b>6 month progress</b> Record date objective is met	<b>12 month progress</b> Record date objective is met
1. What will the district do to improve? Pierre School District Administrators will meet and determine what action will be taken to ensure that services to students with disabilities will begin the first day of school.  What data will be given to OSE to verify this objective? The date administrators met and a brief summary of the action to be taken will be reported at the 6 month reporting period.	<b>March 30, 2004</b>	<b>District Administrators Special Education Staff</b>	<b>August 25, 2004</b>	<b>Met August 25, 2004</b>

Please explain the data (6 month)  
 A meeting was held on March 30, 2004. Administrators ensured that services began August 25, 2004.

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Please explain the data (12 month) Same as 6 month. All services began August 25, 2004.				
2. What will the district do to improve? A meeting will be held with district special education staff to inform them of the action that needs to be taken to ensure services for students with disabilities begins the first day of school. Regular education staff members will also be informed at staff meetings per their building administrator.  What data will be given to OSE to verify this objective? The dates of all meetings informing district staff of the requirement will be reported to SEP.	March 30, 2004  First Day of school for 2004-2005 on-going thereafter	District Administrators	August 25, 2004	Met August 25, 2004
Please explain the data (6 month)  Staff meetings were held on May 13, 2004 and August 23, 2004.				
Please explain the data (12 month) This will continue to be the practice of the Pierre School District.				

**Principle: 3 – Appropriate Evaluation**

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**Present levels:** (Statement of present levels of performance that resulted in area of non-compliance)

24:05:25:03. Preplacement evaluation.

Before any action is taken concerning the initial placement of a child with disabilities in a special education program, a full and individual evaluation of the child's educational needs must be conducted in accordance with the requirements of this chapter. Evaluations must be completed within 25 school days after receipt by the district of signed parent consent to evaluate unless other timelines are agreed to by the school administration and the parents. Consent for initial evaluation may not be construed as consent for initial placement.

24:05:25:06.01. Consent for reevaluation.

Before conducting a reevaluation of an eligible child, parental consent is required, unless the district has documented every reasonable measure has been taken to acquire the consent.

Parent consent was not obtained for evaluations for 4 students. Two students received a transition evaluation without parental consent. Previous ability, behavior and depression evaluations were used to determine eligibility for another student and were not included on the prior notice/consent.

Evaluations were not administered when parent consent was obtained. Consent was provided for a transition evaluation to be conducted and it was not administered. In other situations, parent consent was provided to give developmental tests which were not administered. Consent was provided to assess the area of articulation and the evaluation was not administered.

**Desired Outcome(s):** Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district provided appropriate written notice and obtains informed consent before assessments are administered to a child as part of an evaluation or reevaluation.

**Measurable Goal:** The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle.**

**Please complete a new sheet for each goal.)**

Consent will be acquired for all evaluations administered including transition when appropriate.

All evaluations will be administered for which consent is acquired.

**Short Term Objectives:** Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

**Timeline for Completion**

**Person(s) Responsible**

**6 month progress**  
Record date  
objective is met

**12 month progress**  
Record date  
objective is met

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<p>1. What will the district do to improve?          A revised parental consent form will be implemented which more clearly defines the areas to be assessed. All special education staff will receive training on how to complete the parental consent form, procedures for obtaining parental consent and acquisition of parental input for all evaluations.</p> <p>What data will be given to OSE to verify this objective?          The district will report the date the new form is fully implemented. The district will report the training dates and the % of special education staff that participated. A copy of the revised prior notice/consent document will be submitted to SEP.</p>	<p><b>March 30, 2004</b></p>	<p><b>Procedures Committee</b></p> <p><b>Progress Reporting Committee</b></p>		<p><b>Completed March 23, 2005</b></p>
<p>Please explain the data (6 month)          The form is completed but is not ready to be implemented. Completion date goal is January 1, 2005.</p>				
<p>Please explain the data (12 month)          The form is completed and will be disseminated. The staff will be trained in the use of the form on April 14, 2005. The new form will be fully implemented by the start of the 2005-2006 school year. Special Education Director will inform SEP representative of the training date.</p>				

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<p>2. What will the district do to improve?          District staff will ensure all evaluations for which parental consent is obtained will be administered. Areas of evaluations will not be administered without parental consent.</p> <p>What data will be given to OSE to verify this objective?          The progress reporting committee will review one prior notice/consent from each special educator who has completed an initial evaluation or reevaluation to ensure all evaluation listed on the prior notice were administered and that evaluations were not administered without parental consent. The district will report the total number of files checked and the number of cases in which the prior notice/consent and the evaluations administered were conducted appropriately.</p>	<p><b>March 30, 2004</b></p>	<p><b>Special Ed Staff Special Ed Director</b></p> <p><b>Progress Reporting Committee</b></p>	<p><b>Not completed</b></p>	<p><b>Met 11/22/2005</b></p>
<p>Please explain the data (6 month)          Of the 25 files reviewed, 20 were in compliance and 5 were not.</p>				
<p>Please explain the data (12 month)</p> <p>Of the 20 files reviewed, 15 were in compliance. In-service will be provided on April 14<sup>th</sup> to clarify the difference between language assessments and speech assessments and the inclusion of functional assessment.</p>				

(18 month)

The entire number of initial and three year evals completed at this time is ten for the 2005-2006 school year. All files reviewed were in compliance.

**Principle: 3 Appropriate Evaluation**

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**Present levels:** (Statement of present levels of performance that resulted in area of non-compliance)

24:05:25:04. Evaluation procedures.

The school districts shall ensure the child is assessed in all areas related to the suspected disability, including, as applicable, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities.

24:05:25:04.03. Determination of eligibility.

Upon completing the administration of tests and other evaluation materials, the individual education program team shall determine whether the student is a student with a disability.

Through interview and file reviews, the monitoring team noted a student identified under the category of autism, did not have an adaptive behavior or behavior evaluation administered to determine eligibility under this category. A student identified as other health impaired, was reported by staff to be a student with mental retardation. Another student identified as other health impaired, was receiving speech therapy with occupational and physical therapy as related services. A student identified on child count as emotionally disturbed, was reported as having a specific learning disability on the multidisciplinary team written report. Behavior concerns were noted in the files of 3 students and not addressed during the evaluation process. According to a multidisciplinary team report dated 11-22-02, a student was no longer eligible as a learning disabled student and was dismissed from special education. On 10-17-03 an IEP was written and the student was "reinstated" without the benefit of placement evaluation.

Issues requiring immediate attention

24:05:22:03. Certified child.

A certified child is a child in need of special education or special education and related services who has received a multidisciplinary evaluation and has an individual education program formulated and approved by a local placement committee. Documentation supporting a child's disabling condition as defined by Part B of the Individuals with Disabilities Education Act must be maintained by the school district for verification of its annual federal child count. This definition applies to all eligible children ages 3 to 21, inclusive, and to only those children under the age of 3 who are in need of prolonged assistance.

A student was dismissed from special education services on 11-22-02. According to the multidisciplinary team report this student was no longer eligible as a learning disabled student. On 10-17-03 an IEP was written and the student was "reinstated" without the benefit of placement evaluation. The district must conduct a comprehensive evaluation and determine if the student meets the requirement of a certified child.

24:05:24:01:01. Students with disabilities defined.

Students with disabilities are students evaluated in accordance with chapter 24:05:25 as having autism, deaf-blindness, deafness, hearing impairment, mental retardation, multiple disabilities, orthopedic impairment, other health impairments, emotional disturbance, specific learning disabilities, speech or language impairments, traumatic brain injury, or visual impairments including blindness, which adversely affects educational performance, and who, because of those disabilities, need special education or special education and related services. If it is determined through an appropriate evaluation, under chapter 24:05:25, that a child is a student with a disability, the child is eligible for special education and related services.



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**Desired Outcome(s):** Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district ensures the evaluation or reevaluation procedures meet the minimum requirement.

**Measurable Goal:** The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

Initial evaluations and reevaluations will be comprehensive and administered in all areas of suspected disability.

<b>Short Term Objectives:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	<b>6 month progress</b> Record date objective is met	<b>12 month progress</b> Record date objective is met
<p>1. What will the district do to improve?            The issues stated above that are requiring immediate attention will be addressed as follows:            The student identified above under "Certified Child" was reevaluated, a meeting was held to determine eligibility and placement was determined.</p> <p>The student identified above as Other Health impaired will be reevaluated after consent is obtained and eligibility will be determined by the team when evaluations are completed.</p> <p>What data will be given to OSE to verify this objective?            The district will report the meeting date for each student and a brief summary of the team's decision.</p>	<p>January 31, 2004</p> <p>April 1, 2004</p> <p>Has been reported to OSE.</p>	<p>Special Ed Staff and MDT team</p> <p>Special Ed Staff and MDT team</p> <p>Progress Reporting Committee</p>		
Please explain the data (6 month)				

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Please explain the data (12 month)				
<p>2. What will the district do to improve?          Comprehensive evaluations, based upon the students suspected areas of disability, will be administered for all initial evaluations and reevaluations.</p> <p>What data will be given to OSE to verify this objective?          The progress reporting committee will review 50% of the initial evaluations and reevaluations occurring during the 6 month reporting period to ensue that comprehensive evaluation are conducted in all areas of suspected disabilities. The district will report the total number of files reviewed and the number of files containing comprehensive evaluations.</p>	July 2004	<p>Special Ed Director and CIMPS Steering Committee</p> <p>Progress Reporting Committee</p>	In progress	Met 11/22/2005
<p>Please explain the data (6 month)          We reviewed 12 files. Of the 12 files reviewed, 3 were out of compliance.</p>				
<p>Please explain the data (12 month)          Of the 20 files reviewed, 5 were out of compliance. In further review, it was found that the intent was to evaluate language; however both speech and language were indicated to be assessed on the consent for evaluation form. The students were evaluated in the areas of suspected disability.</p>				

(18 month)  
 Of the ten files reviewed, all files were in compliance.

**Principle: 3 - Appropriate Evaluation**

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<p><b>Present levels:</b> (Statement of present levels of performance that resulted in area of non-compliance)</p> <p><u>24:05:25:04. Evaluation procedures.</u>          The school district shall ensure a variety of assessment tools and strategies are used to gather relevant functional and development information about the child, including information provided by the parents that may assist in determining whether the child is a child with a disability and the content of the child's IEP.          In 32 of 56 files reviewed, functional assessment was not administered, did not reflect skill based information to determine present levels of performance, did not link to present levels of performance/annual goals, and was not summarized into a written report which could be provided to parents.</p>				
<p><b>Desired Outcome(s):</b> Through systemic change, the district/agency will achieve these results for students with disabilities and their families.</p> <p>The district ensures the evaluation or reevaluation procedures meet the minimum requirement.</p>				
<p><b>Measurable Goal:</b> The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. <b>(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</b></p> <p>Initial and reevaluations will include functional assessments in all areas of suspected disability and a written report/summary of assessment results. Assessment results will link to present levels of performance.</p>				
<p><b>Short Term Objectives:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.</p>	<p><b>Timeline for Completion</b></p>	<p><b>Person(s) Responsible</b></p>	<p><b>6 month progress</b> Record date objective is met</p>	<p><b>12 month progress</b> Record date objective is met</p>

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<p>1. What will the district do to improve?  <a href="#">The district will explore possible functional assessments to use within our district and how special education staff will document assessment results.</a></p> <p>What data will be given to OSE to verify this objective?  <a href="#">The district will provide a brief summary of the districts decisions.</a></p>	<p><b>July 1, 2004</b></p>	<p><b>Director of Special Ed</b></p>	<p><b>In progress</b></p>	<p><b>Met March 23, 2005</b></p>
<p>Please explain the data (6 month)</p> <p><b>The district continues to evaluate this area.</b></p>				
<p>Please explain the data (12 month)</p> <p>A variety of functional assessments have been selected in seven different areas. The information obtained will be utilized in the formation of the student's present level of performance. A list of functional assessments utilized will be in the students file.</p>				
<p>2. What will the district do to improve?  <a href="#">Staff development will be provided in the area of functional assessment to assure that we meet the requirement</a></p> <p>What data will be given to OSE to verify this objective?  <a href="#">The district will report the date staff development occurred and who attended.</a></p>	<p><b>July 1, 2004</b></p>	<p><b>Director of Special Ed</b></p>	<p><b>In progress</b></p>	<p><b>Met April 14, 2005</b></p>
<p>Please explain the data (6 month)</p> <p>Staff development has not occurred to date.</p>				
<p>Please explain the data (12 month)</p> <p>Staff in-service is scheduled for April 14, 2005 to review functional assessments. Full implementation will begin with the 2005-2006 school year.</p>				

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<p>3. What will the district do to improve?  <u>All initial evaluations and reevaluations will include functional assessment in each skill area affected by the disability.</u></p> <p>What data will be given to OSE to verify this objective?  <u>The progress reporting committee will review 50% of the initial evaluations and reevaluations' occurring during the 6 month reporting period to ensue that functional assessment was conducted in all areas of suspected disabilities and link to the present levels of performance. The district will report the total number of files reviewed and the number of files containing functional assessment that links to present levels of performance.</u></p>	<p><b>On-going</b></p>	<p><b>Director of Special Ed and special ed staff</b></p> <p><b>Progress Reporting Committee</b></p>	<p><b>In progress</b></p>	<p><b>Met</b> <b>11/22/2005</b></p>
<p>Please explain the data (6 month)          Of 12 files reviewed we had 2 files that were not in compliance using a form of functional assessment.</p>				
<p>Please explain the data (12 month)</p>				

(18 months)  
 Of the ten files reviewed, all had functional assessments in each area of suspected disability.

<p><b>Principle:</b>            <b>5</b></p>
<p><b>Present levels:</b> (Statement of present levels of performance that resulted in area of non-compliance)  <u>24:05:25:04.03. Determination of eligibility.</u>  <u>Upon completing the administration of tests and other evaluation materials, the individual education program team shall determine whether the student is a student with a disability. The school district shall provide a copy of the evaluation report and the documentation of determination of eligibility to the parent.</u></p> <p><u>A written summary of evaluation results was not developed and provided to the parents of 29 students receiving speech and language services. Achievement reports were not available to parents for 23 students. Transition information was not reported and provided to the parents of 2 students.</u></p>

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<p><b>Desired Outcome(s):</b> Through systemic change, the district/agency will achieve these results for students with disabilities and their families.          The district ensures proper identification of students with disabilities through the evaluation process.</p>				
<p><b>Measurable Goal:</b> The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. <b>(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</b>          A written analysis of all formal and informal evaluations will be developed and provided to parents.</p>				
<p><b>Short Term Objectives:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.</p>	<p><b>Timeline for Completion</b></p>	<p><b>Person(s) Responsible</b></p>	<p><b>6 month progress</b> Record date objective is met</p>	<p><b>12 month progress</b> Record date objective is met</p>
<p>1. What will the district do to improve?          Procedural changes will be made to assure that a written analysis of all formal and informal evaluations is developed and a copy provided to parents.</p> <p>What data will be given to OSE to verify this objective?          The progress reporting committee will review 50% of the initial evaluations and reevaluations' occurring during the 6 month reporting period to ensue that a written analysis is developed for formal and informal evaluation and that a copy is provided to parents. The district will report the total number of files reviewed and the number of files containing a written analysis of evaluation results that has been provided to parents.</p>	<p><b>March 2004</b>  <b>Ongoing</b></p>	<p><b>Director of Special Ed</b>          <b>Progress Reporting Committee</b></p>	<p><b>Met</b> <b>September 30,2004</b></p>	
<p>Please explain the data (6 month)          We reviewed 14 files and they were all in compliance.</p>				
<p>Please explain the data (12 month)</p>				

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<b>Principle:      5 – Individual Education Program</b>				
<b>Present levels:</b> (Statement of present levels of performance that resulted in area of non-compliance) <u>24:05:27:01.01. IEP team.</u> Each school district shall ensure that the IEP team for each student with disabilities include the parents of the student, at least one regular education teacher, a special education teacher and a representative of the school district who: <ul style="list-style-type: none"> <li>(a) Is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of students with disabilities;</li> <li>(b) Is knowledgeable about the general curriculum; and</li> <li>(c) Is knowledgeable about the availability of resources of the school district.</li> </ul> Through interview and file reviews, the monitoring team found no administrator present at the meeting for 9 students. A regular educator was not present at the IEP meeting for 2 students. A special educator was not present at the meeting for 1 student. An administrator or designee was not present at IEP team meetings conducted for private school students in the district.				
<b>Desired Outcome(s):</b> Through systemic change, the district/agency will achieve these results for students with disabilities and their families. <u>The district ensures the IEP team is comprised of appropriate team membership and meets all identified responsibilities.</u>				
<b>Measurable Goal:</b> The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. <b>(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</b> <u>Special education, regular education and administration will be represented at all IEP team meetings.</u>				
<b>Short Term Objectives:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	<b>6 month progress</b> Record date objective is met	<b>12 month progress</b> Record date objective is met

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<p>1. What will the district do to improve?  <a href="#">The district will develop and adopt a procedures manual which will address required representation at an IEP meeting. All required staff will be informed of the membership requirements.</a></p> <p>What data will be given to OSE to verify this objective?  <a href="#">The district will report who and when staff was informed.</a></p>	<p><b>March 30, 2004</b></p> <p><b>Ongoing</b></p>	<p><b>Director of Special Ed and staff</b></p>	<p><b>In progress</b></p>	<p><b>Met November 15, 2004</b></p>
<p>Please explain the data (6 month)          We are currently developing a manual but this particular element was communicated to special education staff and administrators.</p>				
<p>Please explain the data (12 month)  <b>A copy of the manual was distributed to special education staff and administrators in November 2004. The procedure manual will be updated after July 1, 2005.</b></p>				
<p>2. What will the district do to improve?  <a href="#">The required members will be present at all IEP team meetings.</a></p> <p>What data will be given to OSE to verify this objective?  <a href="#">The progress reporting committee will review 50% of the IEPs conducted during the 6 month reporting period to ensure the required members were present at the IEP meeting. The district will report the number of files reviewed and the number in which the required members were present.</a></p>	<p><b>Ongoing</b></p>	<p><b>Director of Special Ed and staff</b></p> <p><b>Progress Reporting Committee</b></p>	<p><b>Met September 30, 2004</b></p>	
<p>Please explain the data (6 month)          Thirty files were reviewed and one file indicated not all required members were present.</p>				
<p>Please explain the data (12 month)</p>				



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<b>Principle:                    5 – Individual Education Program</b>				
<b>Present levels:</b> (Statement of present levels of performance that resulted in area of non-compliance) <u>24:05:27:01.03. Content of individualized education program.</u> A student's IEP must contain present levels of performance based upon the specific skill areas affected by the student's disability. The present levels of performance are based upon the functional assessment information gathered during the comprehensive evaluation process. Present levels of performance must contain the student's strength, needs, effect of the disability on the student's involvement/progress in the general curriculum and parent input. In 28 of 35 files reviewed, present levels of performance were not consistently linked to functional evaluation due to the lack of functional assessment or the lack of a written analysis of the information. Transition strengths and needs were not included in the present levels of performance in 5 files reviewed. Annual goals did not specify skills the student could reasonably accomplish within a 12 month period. For example, "... will complete grade level math with 90% accuracy in 4 of 5 trials", and "...will increase reading ability to achieve the requirements of the average 3 <sup>rd</sup> grade student by the end of the year".				
<b>Desired Outcome(s):</b> Through systemic change, the district/agency will achieve these results for students with disabilities and their families. <u>The district will ensure the IEP contains all required content.</u>				
<b>Measurable Goal:</b> The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. <b>(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</b> <u>Present levels of performance will be developed for all skill areas affected by the disability, based on functional assessment and will include strengths, needs, parent input and student's progress/involvement in the general curriculum.</u>				
<b>Short Term Objectives:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	<b>6 month progress</b> Record date objective is met	<b>12 month progress</b> Record date objective is met

6 month reporting date 9/30/2004 X  
 12 month reporting date 3/30/2005 X  
 18 month reporting date 10/30/2005 Received 11/22/05  
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<p>1. What will the district do to improve?  <a href="#">When writing present levels of performance, the student's strengths, needs and involvement in the general curriculum will be written for every skill area affected by the disability including transition. This information will be developed from the functional assessment.</a></p> <p>What data will be given to OSE to verify this objective?  <a href="#">The progress reporting committee will review 50% of the initial evaluations and reevaluations' occurring during the 6 month reporting period to ensue that the present levels of performance contain the required content and that parent input is documented. The district will report the total number of files reviewed the number that are linked to the functional assessment and the number of present levels of performance that contain the required content.</a></p>	<p><b>December 1, 2004</b></p> <p><b>Ongoing</b></p>	<p><b>Director of Special Ed and staff</b></p> <p><b>Progress Reporting Committee</b></p>	<p>In progress</p>	<p><b>Goal Met</b></p> <p><b>11/22/2005</b></p>
<p>Please explain the data (6 month)          Of the 12 files reviewed they all had the required content but 5 did not have documented parent input.</p>				
<p>Please explain the data (12 month)</p> <p><b>Of 25 files reviewed, 24 files had Present Levels of Performance written based on functional assessments.</b></p>				

**Principle: 5 – Individual Education Program**

**Present levels:** (Statement of present levels of performance that resulted in area of non-compliance)  
[24:05:27:01.03. Content of individualized education program.](#)  
[Progress Reporting](#)  
 Each student's individualized education program must include a statement of how the student's progress toward the annual goals will be measured and how the student's parents will be regularly informed at least as often as parents of non-disabled students are informed.  
 The monitoring team concluded through file reviews and staff interviews, that progress toward annual goals was not reported to parents as often as reported for non-disabled students. Progress was reported for children in the early childhood program twice a year. Progress is reported for all other district students four times per year.

6 month reporting date 9/30/2004 X  
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**Desired Outcome(s):** Through systemic change, the district/agency will achieve these results for students with disabilities and their families.  
 The district will ensure the IEP contains all required content.

**Measurable Goal:** The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**  
 Progress reports will be provided to parents of all children with disabilities 4 times per year.

<b>Short Term Objectives:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	<b>6 month progress</b> Record date objective is met	<b>12 month progress</b> Record date objective is met
1. What will the district do to improve? Early childhood staff will be informed that progress reports will be provided to parents four times per school year.  What data will be given to OSE to verify this objective? The progress reporting committee will review 50% of the early childhood files to ensure progress is reported as often as for non-disabled children. The district will report the number of files reviewed and the % that reported progress 4 times per year.	<b>March 30, 2005</b>  <b>Ongoing</b>	<b>Director of Special Ed</b>  <b>Progress Reporting Committee</b>	<b>In progress</b>	<b>Met 11/22/2005</b>

Please explain the data (6 month)  
 Two of the four progress reports have currently been completed for all early childhood students.

Please explain the data (12 month)  
 All files reviewed had all four progress reports for all early childhood students.

**Principle: 5 – Individual Education Program**

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**Present levels:** (Statement of present levels of performance that resulted in area of non-compliance)

[24:05:27:13 Modifications to regular vocational program](#)

[24:05:27:13.02 Transition services](#)

Transition services are a coordinated set of activities for a student, designed within an outcome-oriented process, which promotes movement from school to post-school activities. The coordinated set of activities shall be based on the individual student's needs, taking into account the student's preferences and interests, and shall include instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, if appropriate, the acquisition of daily living skills and functional vocational evaluation.

Through interview and file reviews, the review team found transition evaluation was not administered for 3 students approaching transition age, in order to design an outcome oriented process which promotes movement from school to post-secondary school activities. Transition activities were addressed but were not tied to present levels of performance and evaluation. Transition services and activities are not being utilized as a planning device to help ensure the students achieved their desired outcomes for employment and independent living. The course of study for 8 students did not state the specific electives. A statement referring the reader to the districts handbook was included in the comment section and was not consistently developed through the 12<sup>th</sup> grade.

**Desired Outcome(s):** Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district ensures that transition plans for students are a coordinated set of activities, reflecting student strengths and interests, to prepare them for post school activities.

**Measurable Goal:** The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle.**

**Please complete a new sheet for each goal.)**

For all student of transition age, an outcome oriented process will be developed which will include evaluation, life planning outcomes, specific course of study, service recommendations and educational goals.

**Short Term Objectives:** Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

**Timeline for Completion**

**Person(s) Responsible**

**6 month progress**  
Record date  
objective is met

**12 month progress**  
Record date  
objective is met

6 month reporting date 9/30/2004 X  
 12 month reporting date 3/30/2005 X  
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<p>1. What will the district do to improve?  <a href="#">Middle School and high school staff will attend a transition workshop.</a></p> <p>What data will be given to OSE to verify this objective?  <a href="#">The district will report to SEP the date of the workshop and who participated.</a></p>	<b>March 1, 2003</b>	<b>Director of Special Ed  Special Education staff</b>	<b>In progress</b>	<b>Goal Met December 1, 2004</b>
<p>Please explain the data (6 month)          Two high school and one middle school staff members attended the Ed O'Leary Transition Workshop in November 2003. New secondary staff will be trained in Gettysburg on September 23, 2004.</p>				
<p>Please explain the data (12 month)</p>				
<p>2. What will the district do to improve?  <a href="#">Transition assessment will be administered to all students of transition age.</a></p> <p>What data will be given to OSE to verify this objective?  <a href="#">The progress reporting committee will review 50% of the initial evaluations and/or reevaluations occurring during the 6 month reporting period for student's of transition age. The district will report the number of files reviewed and the % which contained transition evaluations.</a></p>	<b>Ongoing</b>	<b>Special Ed Director and staff  Progress Reporting Committee</b>		
<p>Please explain the data (6 month)          Three files were reviewed 100% contained transition evaluations.</p>				
<p>Please explain the data (12 month)</p>				

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<p>3. What will the district do to improve?          Individualized transition plans written for all of students 14 and older and will include life-planning outcomes, course of study with specific electives, transition services and goals at age 16 or younger if necessary, which are linked to present levels of performance and evaluation.</p> <p>What data will be given to OSE to verify this objective?          The progress reporting committee will review 50% of the initial evaluations and/or reevaluations occurring during the 6 month reporting period for student's of transition age to ensue that the transition plan is an outcome oriented process. The district will report the number of files reviewed and the % which reflect and outcome oriented process.</p>	<p><b>Ongoing</b></p>	<p><b>Director of Special Ed and staff</b></p> <p><b>Progress Reporting Committee</b></p>	<p><b>Met September 30, 2004</b></p>	
<p>Please explain the data (6 month)          Three files reviewed 100% reflected outcome oriented processes.</p>				
<p>Please explain the data (12 month)</p>				
<p><b>Principle: 5 – Individual Education Program</b></p>				

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 12 month reporting date 3/30/2005 X  
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 Closed 11/22/05

<p><b>Present levels:</b> (Statement of present levels of performance that resulted in area of non-compliance)</p> <p><u>Issues requiring immediate attention</u></p> <p><u>24:05:27:08. Yearly review and revision of individual educational programs.</u></p> <p>Each school district shall initiate and conduct IEP team meetings to periodically review each child's individual educational program and, if appropriate, revise its provisions. An IEP team meeting must be held for this purpose at least once a year.</p> <p>Through interview and a review of records, the monitoring team found that a student's IEP team meeting was due on 10-2-03 and was extended to 10-30-03. Another student's IEP team meeting was due on 9-18-03 was not held until 10-06-03. The IEP team meeting for another student which is due on 12-3-03 has been extended to January of 2004. The district must meet and revise this student IEP prior to placing this student on the annual child count.</p> <p>Services required by a student to benefit from special education or special education and related services must be written into the students IEP. An IEP developed for a student following some additional evaluation did not incorporate current speech/language services received by the student into the new IEP as a related service. Services continue to be provided through two separate IEPs. The district must meet and develop one IEP that includes all services required by the student to benefit from education.</p>				
<p><b>Desired Outcome(s):</b> Through systemic change, the district/agency will achieve these results for students with disabilities and their families.</p> <p>The district ensures an appropriate IEP is developed and in effect for each eligible student.</p>				
<p><b>Measurable Goal:</b> The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. <b>(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</b></p> <p>One IEP will be developed for each student eligible for special education annually.</p>				
<p><b>Short Term Objectives:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.</p>	<p><b>Timeline for Completion</b></p>	<p><b>Person(s) Responsible</b></p>	<p><b>6 month progress</b> Record date objective is met</p>	<p><b>12 month progress</b> Record date objective is met</p>

6 month reporting date 9/30/2004 X  
 12 month reporting date 3/30/2005 X  
 18 month reporting date 10/30/2005 Received 11/22/05  
 Closed 11/22/05

<p>1. What will the district do to improve?  <a href="#">Only one IEP will be developed for each eligible student. The district will conduct an IEP team meeting for the identified student to merge all services into a single IEP.</a></p> <p>What data will be given to OSE to verify this objective?  <a href="#">The district will report the date of the team meeting that merged all services into one IEP.</a></p>	<p><b>March 30, 2004</b></p> <p><b>Ongoing</b></p>	<p><b>Director of Special Ed and staff</b></p>		<p><b>Met 11/22/2005</b></p>
<p>Please explain the data (6 month)</p>				
<p>Please explain the data (12 month)</p> <p>The correction for the reported student on two IEPs was made on November 25, 2003.</p>				
<p>2. What will the district do to improve?  <a href="#">Each special educator will keep a list of all assigned students and their annual review dates. All IEPs will be reviewed and revised on an annual basis and will not be extended beyond 365 days.</a></p> <p>What data will be given to OSE to verify this objective?  <a href="#">The district Progress Reporting Committee will review each special educators list of annual reviews and report the number of annual reviews and the total number of reviews that were conducted within the 365 day timeline.</a></p>	<p><b>March 2005</b></p> <p><b>Ongoing</b></p>	<p><b>Director of Special Ed and staff</b></p> <p><b>Progress Reporting Committee</b></p>	<p><b>In progress</b></p>	<p><b>Met 11/22/2005</b></p>
<p>Please explain the data (6 month)</p> <p>We are currently evaluating a process and procedure to assure that reviews are conducted within a 365 day time line.</p>				
<p>Please explain the data (12 month)</p> <p>Each special educator maintains a list of assigned students and their annual review dates. An electronic template is available for their use.</p>				



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Closed 11/22/05  
(18 month)

There are no special education students in the Pierre School District on two IEPs. A system is in place to assure the annual review is conducted within a 365 day timeline. The correction for the reported student on two IEPs was made on November 25, 2003.